

Mary Mayblum

Newsletter

Blissymbolics
Communication
Foundation

Spring 1977
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BLISSYMBOLICS COMMUNICATION FOUNDATION

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The purpose of this Newsletter is to publish articles and news items concerning the Bliss Symbol System which utilizes visual symbols as a substitute to verbal communication for physically handicapped children without speech. Subscribers to the Newsletter are encouraged to contribute articles in order to share their symbol experiences.

SUBSCRIPTIONS are \$ 5.00 per annum. A few back copies of Volume 3 are available from:

Blissymbolics Communication Foundation
862 Eglinton Avenue East
Toronto, Ontario. M4G 2L1

ARTICLES for the next Newsletter should be sent to:

B.C.F. Newsletter
c/o Mrs. Barbara Rush
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NOTES FROM THE EDITOR

This is the second issue in Volume 3 and is titled "Spring" as we are a little late for "Winter"! The next and last issue in this series, "Summer", will be published in June.

You will note a heavy regional flavour to this issue as the majority of articles have been received from the Montreal Resource Centre. My thanks to Keila Waksvik and her colleagues for their contributions. The Ottawa Resource Centre will be collecting material from their area for the next Newsletter but I must repeat that this should not deter individual subscribers from submitting articles to me. The strength and viability of our Newsletter continues to rest on the exchange of ideas and programme information with us. Deadline date for receipt of material for the next issue is May 15th, 1977.

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Symbols appearing in the Newsletter have been approved by the B.C.F. Please note the following:

- (B) indicates that this is the Blissymbolics Communication Foundation version of the symbol or explanation. For the C.K. Bliss version see Provisional Dictionary (July, 1976), Appendix A.
 - (B)* indicates that this is the Blissymbolics Communication Foundation version of a symbol or explanation; subject to further review.
-

There are three important Blissymbolics Communication Foundation events taking place within the next few months.

April 27th to 29th, there will be an Advanced Workshop held at the Ontario Crippled Children's Centre in Toronto.

The first B.C.F. Convention will take place June 6th and 7th at the Chateau Laurier in Ottawa. See Convention article.

An Elementary Workshop at the O.C.C.C., will be held from July 11th to 20th. The concentration for the first five days will be on the symbol system in depth and its general application. The last three days will focus on symbols with the Mentally Retarded.

For further information, please contact Ann Kennedy, Workshop Co-ordinator, at the B.C.F., Toronto.

Barbara Rush
Editor

The submission to the NEWSLETTER of the following article has brought to our attention the need for a procedure for sharing information relating to particular areas of exceptionality. We request that responses to Clare Goddard's article and to any articles in the NEWSLETTER be sent directly to:

The Blissymbolics Communication Foundation
862 Eglinton Avenue East
Toronto, Ontario, M4G 2L1

Your letter will be forwarded to the writer of the article. When appropriate and when permission is given, your letter or segments of it will be used as reference materials by the BCF and Resource Centres.

We hope this service will extend the sharing which is now possible through the NEWSLETTER.

.....

APPLICATION OF SYMBOLS WITH DEAF CHILDREN

by Clare Goddard
Speech Therapist
Edinburgh, Scotland

Jane was born in 1960 and as she developed was diagnosed as having Cerebral Palsy of the choreoathetoid type, as a result of Rhesus incompatibility. In addition, it was further noticed that she failed to respond to sounds of any intensity and hearing tests, though difficult to instigate, showed that she had a profound, bilateral sensori-neural hearing loss, failing to respond to pure tones of 100 decibels except at very low frequencies.

She was admitted in 1965 to a Day Centre where twice weekly Speech Therapy was introduced. In the initial stages this was based on auditory training to try and ascertain a more exact assessment of her hearing. As the years went by, direct work on sound production, comprehension, lip reading and sign language were all attempted with minimal success. The main problem, apart from severe deafness, was her lack of head control, making her ability to watch someone's face almost impossible, and hand function was so poor that her attempts at signing were both frustrating and futile.

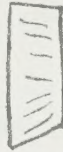
At the age of 15, however, her head control was much improved and her hand function was such that she could point to pictures or simple words on a board. It was at this time that I first met Jane. To help her communicate she had a large board with some thirty words pasted on it. As we attempted to communicate I found that she only consistently knew such words as "Mum, car, food", any of the more abstract words had no meaning for her.

In desperation I decided to introduce Jane to some Bliss Symbols. It was a visual medium based on meaning and not on sounds and therefore seemed the most suitable system available. To my amazement and delight, she learned eight of the pictorial symbols in our first half hour session.

I then immediately introduced the symbol for "me".

1

Standing Jane against the wall in front of a mirror I drew a long, straight line down the side of her and along the bottom where her feet were.



mirror



drawn symbol on wall

I showed her in this way that this was the symbol for "me", Jane, the most important person in the world, person no. 1 -

1

Next we looked at the parts of the body which she learned easily and I then attempted to introduce our first abstract symbol. The symbol for action. To get the concept across I attempted the following. First, we looked at the symbol for legs



and I pointed to my legs.

Then we looked at the symbol for the action of legs, "to walk"



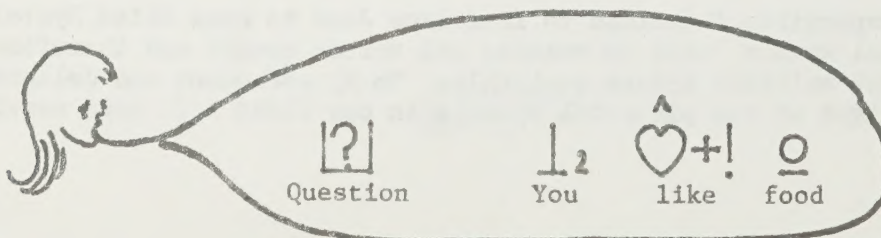
and I got up and walked holding my hands above my head in the shape of the action symbol. She needed much reinforcement and illustration. First she would do it, then I would do it until eventually her responses were consistent and some four weeks later, to my delight she herself began to use it spontaneously.

Feeling encouraged by Jane's response to her first abstract symbol, I attempted after a few more months to teach Jane the question symbol.

[?]

Not only was this an abstract symbol but it was also an experience that had never existed in Jane's life.

I began by showing Jane comics, where characters asking questions had bubbles flowing from their mouths and the ? sign at the end of their short speeches. I then drew a picture of me with a large bubble coming from my mouth and asked a simple question in Bliss.



I hoped for a suitable response and Jane did not fail me and she gave the correct response. However, she needed much encouragement to use questions herself as she had no idea of the sort of things she could ask. This was followed by matching questions to answers in Bliss Symbols and taking her out and asking her questions about the environment.

[?]	└┐	^ ○	⊗
Question	You	see	car

[?]	└┐	^ ○	∞
Question	You	see	animal

However, Jane never asked questions spontaneously and I began to feel that it was perhaps too hard for her. Then a colleague and I got together and decided it would be worth getting Jane to meet Ali, a boy of her own age who was also a symbol user but who had no hearing impairment. At their first meeting Ali was full of questions and Jane responded in a limited way until some three weeks later to my delight Jane asked Ali -

[?]	└┐	^ ♡+!	8
Question	You	like	girl (Jane)

This was the beginning of my role as Cupid !

Questioning from that point onwards has progressed slowly. As Jane became more aware of the labels for items in her environment so she has come to question more and more, though she still needs some prompting and reinforcing to use the question symbol.

Following this success while constantly building up her vocabulary of verbs and adjectives, we moved to the next abstract concept which was relevant to her needs and that was the concept of time.

)	)(	(
past	present	future

We started with the past. I drew a head on the symbol so that it looked like a snake looking backwards.

⌚

I then pointed out all the things that had happened in the past while looking back over my shoulder and pretending to look a long way back.

)	└┐	^ I	8
Past	You	little	girl.

) ⊥₂+ ^ -!! ⊗⊗_Ⓟ
 Past Your Daddy no car

) ⊥₂+ ^ ♥ ^ □ ^
 Past Your Mum pain in leg

We then looked at the future and drew the snake looking forward and talked about the things that were going to happen in the future.

(⊥₂ ^ x
 Future You go holidays

(⊥₂ ^ >|) □\$
 Future You go to hearing clinic

Then I brought the 2 symbols together,

) (

quickly with my finger at them and said,

and pointed

) (⊥₂ ^ ⊙ ⊙ Δ
 Present You see speech lady

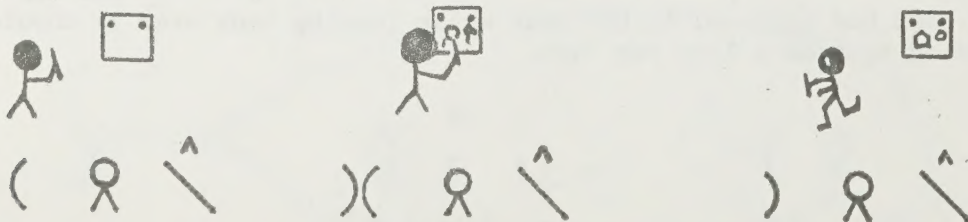
then I made her walk and said,

) (⊥₂ ^
 Present You walk

and then,

) (⊥₂ ^
 Present You sit

We went over the symbols again and again, using sets of pictures like the following.



Then some four weeks later Jane came into my room and pointed out

(⊥, ^ ~
Future I go water

and sure enough Jane was to start swimming in a fortnight's time and I knew she had grasped the concept.

Jane herself, over the year that I have been seeing her, has passed slowly through the stages that the other children in the centre using symbols have reached at varying times. Initially, she pointed to symbols in response to being shown the object or picture. Then she began to point to 2 symbols with prompting and to one symbol spontaneously, the latter being a process of labelling items in her immediate environment.

As she began to use two symbols spontaneously so she began to differentiate between people pointing to

⊥1 as opposed to ⊥2
I you

and using verbs and adjectives appropriately. As she progressed to using three and four symbols spontaneously so the order became confused.

^ ^ □ 8 ^ ⊥1
Feet Mummy shop go I
(I go to get shoes at the shop with Mummy.)

Again Ali came to the rescue here for by constantly watching the way he ordered his symbols and how I and other people communicating with her ordered the symbols, she gradually learned the way to order them herself. This process took some three to four months and though she still now makes mistakes, these are more the exception than the rule.

To conclude I would like to illustrate the difference symbols have made to Jane's life over the last year. For some years now, it has been the policy in our centre to take the children at Christmas to a large store for lunch and to see Father Christmas. I was detailed to look after Jane, who at the time had learned some 30 symbols but was not as yet using them on a board. As we entered the shop, another staff member handed me 30p which was for Jane to spend as she pleased. The day was successful until it came to spending her money. To my horror Jane wanted and insisted on having a large umbrella at £7.50. The more I shook my head the more she insisted. I tried to show that she needed more coins by dropping them into my hand and pretending to search for more but still she could not understand and eventually the tears began to flow. Half an hour later I persuaded her to buy some eye shadow instead, but it was a sad, confused Jane who left what should have been a happy day.

In the summer, however, by which time Jane had some 120 symbols on her board, one of which was "money", our centre went on another outing. This time it was to the Highland Show. Once again Jane and I were partnered and the usual 30p was handed to me. In fear and trembling we looked at the stalls selling clothes and food. As before, Jane selected something expensive. This time it was a sheepskin jacket! Again I shook my head but this time I could explain.

v
✱ × 8
Clothes much money

v
L I 8
You little money

To my relief she was content and happily bought a jar of honey for 30p. It ended by being a happy day that for me marked a great sense of achievement and for Jane the beginning of an end to 15 years in a speechless, silent world.

NOTE: In keeping with BCF policy, no changes have been made in the order or form of symbols as presented by the symbol user. However, the reader's attention is drawn to the alternative syntax model utilized by the instructor. The verb forms differ from those recommended by C.K. Bliss in Syntax Supplement No. 1.

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Note from Clare:

In response to the BCF NEWSLETTER encouraging people who had worked with Bliss Symbols to write down their experiences so that they might be of value to others, I offer this article as encouragement to anyone using, or anticipating using, symbols with deaf children. It is only a resume of some of the experiences I have had, of which there have been many, but I would be delighted to correspond and share experiences with anyone else who is working with symbols for hearing impaired children.

Note from Editor:

Thank you, Clare, for submitting this fine, heart-warming article to us. I hope it will encourage other symbol instructors to share their experiences. As previously noted, readers may correspond with Clare through the BCF.

CLASSROOM CORNER

Date:
September 1976

by Jacque Krech
Symbol Teacher
Oakville, Ontario

Are you involved in a Blissymbolics Communication Programme with mentally handicapped and/or physically handicapped children ? If so, then this article is directed at you with one word ringing loud and clear -

! ^A
A
Help!

Any methods you have tried and have proven successful would be of interest to all teachers involved in setting up a Symbol Classroom for the first time.

I have had some experience using symbols with one youngster, mostly on a one-to-one basis as a volunteer before I returned to full time teaching. This September I am very fortunate to be able to set up a classroom with eight children, non-verbal or with limited functional speech, on a programme based on Bliss Symbols. Only two children have had symbol training. Three appear to be at a pre-symbol level, four at a symbol stage and one has mastered recognizing all symbols on the 400 Board.

Since this school year has only just begun, it is impossible to assess anything at this time. However, I am very pleased with the results this year could bring. Already one twelve-year old girl has shown a spark of interest in communicating with symbols. She has used only gesture to communicate previous to this time and has never before shown any real interest in classroom activities. She learned two symbols this week and uses them at every opportunity with obvious pleasure.

The youngster I have worked with most, loves to do work with a pencil and paper as well as type, and never seems to tire of working! As soon as he finishes all the work I have prepared for him, he points to the next blank page and bangs on it to indicate his disapproval that I have not more work for him to do! He is a real challenge!

Here are some pages to indicate one type of reading activity we are doing at the present time to review symbols and to test for comprehension. Perhaps this idea will be of use for your symbol children. Then YOU will write to this NEWSLETTER and give us YOUR ideas so we can all share methods and

! ^A
A
Help

one another in this exciting work!

DIRECTIONS

Colour the picture, as indicated. Have the student read the story. Direct him to put a mark in the box if the phrase answers the question, "What do you see?" He leaves the box blank if the phrase does not tell about what he sees in the picture. (You will have to colour the picture according to the story). When the child has completed his work, read the story and corresponding phrases with him. Have him indicate by pointing to the "No" or "Yes" box if he answered the question correctly.

no

yes

See

the

little

boat.

It

is

in

blue

water.

See

the

yellow

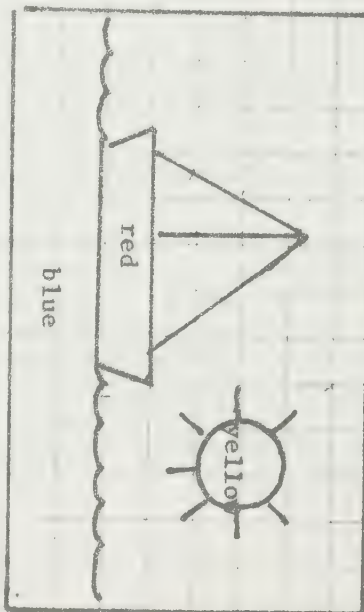
sun.

What

do

you

see?



a

little

red

the

sun

in

the

sun

in

fish

in

the

boat

the

water

the

sky

water

a

boat

under

blue

water

and

a

yellow

boat

a

yellow

sun

a

cloud

a

red

boat

in

the

water

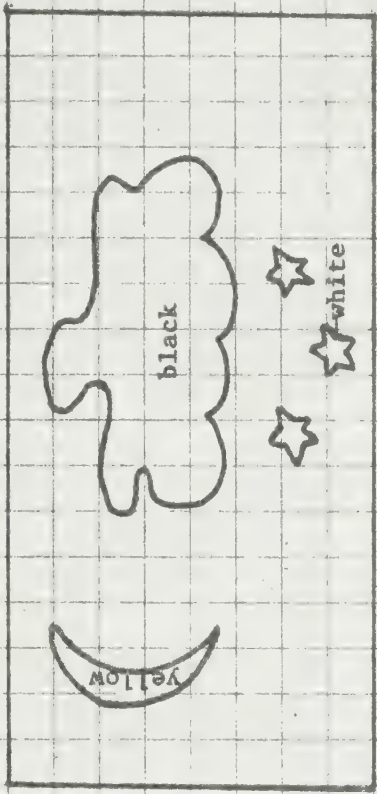
above

blue

water

See	the	moon.
See	the	cloud.
See	the	stars.
See	the	little
See	the	black

What do you see?



 a	 black	 cloud	 white	 stars
 a	 yellow	 sun	 3	 stars
 a	 black	 cloud	 3	 stars
 x	 stars	 under	 cloud	 x

-	a	moon	-	a	tree	-	a	moon	-	a	cloud	-	a	cloud
+			+		x	+			+		x	+	*	*
and	3		stars	and	3	stars	and	3	stars	and	3	stars	and	3

1	08	cloud	1	05	yellow
2	09	black	2	06	moon

SYMBOL PROGRAMME AT G.R. PEARKES CLINIC, VICTORIA

by: Sherri G. McIntyre
Speech Pathologist
Victoria, B.C.

A letter from Barbara Rush informed me that the Newsletter had yet to receive articles from the West Coast. As this month marks one and a half years that four of the children from G.R. Pearkes Clinic have successfully used Blissymbolics, I am happy to provide a brief description of our programs here.

In the spring of 1975, the staff viewed "Mr. Symbol Man" at an inservice program and that started things going at our Clinic. Another speech pathologist and I wrote to Toronto for all of the teaching materials and suggestions that they could provide. We talked to the parents of these children and they all readily agreed to give Blissymbols a try. Because of the age span of the children, finances, and manpower, it was decided that we would not have a special class just for the children using Bliss.

By September we were fairly organized and ready to begin. I must admit that I was a little apprehensive as two of the children had hearing handicaps -- one, a profound hearing loss -- as well as cerebral palsy. (There was nothing in the Teaching Guidelines about this!) Fortunately for everyone, these two turned out to be our most effective Blissymbol communicators. At the present time both are using the standard B.C.F. 400 symbol display boards in a fairly sophisticated manner.

The other children have also achieved success. They have their own "personalized" boards with approximately 200 symbols, and a young pre-schooler who has recently started the program knows and uses about 30-40 symbols. Their boards are made up of various materials -- poster board, plastic photo covers from photograph albums, and liquid embroidery supplies (paints and material).

In addition to the children's effort to make these programs successful, a great part of the credit goes to the Clinic staff, parents, B.C.F., the Greater Victoria Blissymbolic Program, and Sandy Wrightman from Vancouver who provided valuable instruction and advice.

As we do not yet have a B.C.F. Resource Center in our province, I would welcome exchange of information with others who are teaching Blissymbolics to pre-school and school-age children.

THE GREATER VICTORIA BLISSYMBOLIC PROGRAM

by: Sachi Tamura
Victoria, B.C.

In November 1976 the constituency of Victoria received a LIP grant to employ 3 people to work on Bliss symbols. Blissymbolics had been used by a few people in Victoria since September 1975. With the grant it was hoped that these existing programs could be expanded.

We are now involved in teaching symbols to quite a large population. This includes physically handicapped children and adults, mentally handicapped children and adults,

aphasic stroke patients and several hard of hearing cerebral palsied children and adults. One of our teachers also works in a pre-school class and a primary class with both speaking and non-speaking children.

In January 1977 we received additional funding to hire 3 more full time workers and one part-time teachers' aide. One of our new teachers is working on a "pre-Bliss" program at the school for mentally handicapped children. We have also hired a research person to investigate new uses of symbol communication, especially for adults.

We are also responsible for arranging workshops and inservice programs for parents, school staff and hospital staff.

At the present time we have a very full program but we would welcome any suggestions or new ideas. Please contact us through the B.C.F. office in Toronto.

MONTREAL RESOURCE CENTRE

by: Keila Waksvik
Coordinator
Montreal Resource Center

The Montreal Blissymbolics Resource Center has grown out of a desire to share, felt back in the days when Blissymbols were even newer than they are today. The first meetings were initiated by and held at the MacKay Center for Deaf and Crippled Children in May, 1974. The aims of this "Symbol Coordination Committee" were to share information, ideas, and concerns related to non-verbal communication in general, and Blissymbolics in particular. The committee's "status" was formalized in December 1975 by an agreement with the Blissymbolics Communication Foundation, whereby a Resource Center was created.

The Resource Center has very recently be incorporated. Its' executive consists of a Coordinator, a Treasurer, and a Secretary. Monthly meetings, held at the MacKay Center, are open to all persons interested in symbol communication and endeavour to provide an exchange on a variety of symbol-related topics via video, film, presentations, or open discussions. In addition, four Beginner's Workshops have been organised, two in English and two in French; there is discussion about a possible Parent Workshop, and we are considering the idea of one-day "seminars" for Experienced symbol instructors.

The need to make symbols available to the French community has always been of prime concern, with translation of the symbol displays being seen as a major objective. The initial translation of these displays, due largely to the efforts of the Montreal Division of the Cerebral Palsy Association and the Victor Doré School, as well as presentations in French and a first French Symbol Workshop in April 1976, has led to a growing number of French-language symbol users, and a great demand for French documentation on symbols. The translation of two important documents has just been completed and will soon be available through the B.C.F. They are the Teaching Guideline, and the article by Shirley McNaughton and Barbara Kates on the First Application of Blissymbolics as a Communication Medium for the Non-Verbal, Physically Handicapped Child. We hope that soon all publications, past and future, will automatically be made available in both French and English. The B.C.F. is sensitive to our pleas, and so we look forward optimistically to good news in this regard.

This is the first newsletter undertaken by a B.C.F. Resource Center, and we hope it will provide interesting reading. Due to many considerations, not the least of them being time, not all persons involved in the Resource Center were able to contribute. However, four centers from the Montreal area, as well as the University of Montreal, are represented, and reflect some of the varied interests related to symbol communication which are pursued here. Many thanks to those who found the time and courage (!) to share their work and ideas, and support the Newsletter.

OBSERVATIONS SUR LE DEVELOPPEMENT LINGUISTIQUE DES ENFANTS UTILISANT

LE SYSTEME DE SYMBOLES BLISS

by: Diane Benoit
Orthophoniste-Audiologiste
Montreal

Durant les premiers mois d'apprentissage du système de symboles Bliss, plusieurs enfants ont fait des progrès marqués au niveau de leur développement linguistique. La compréhension verbale s'est améliorée. Ils ont acquis des notions syntaxiques, morphologiques, ainsi que les questions, pour les avoir utilisées avec les symboles. Leur vocabulaire réceptif s'est accru. Leur langage intérieur ainsi que l'organisation de leur pensée s'est améliorée. Le fait d'apprendre la signification des symboles en les décortiquant en chacun de leurs éléments a permis aux enfants d'augmenter leur capacité d'attention, d'observation et d'analyse. Pour bâtir des phrases de symboles ou former de nouveaux symboles composés, ils doivent au préalable organiser toute leur pensée intérieurement.

En conclusion, le système Bliss a permis à plusieurs enfants de développer leur sens de la communication réceptive et expressive, avec d'autres personnes que celles de leur entourage immédiat. Le seul groupe d'étudiants à Victor Doré qui n'a pu profiter du système Bliss, est celui des adolescents dont le niveau intellectuel était celui de semi-éducable. Ces adolescents sont habitués depuis longtemps à communiquer et se faire comprendre par des gestes ou mimiques, etc... Pour eux, il est difficile de réaliser l'utilité du système Bliss. Cette symbolisation est aussi peut-être trop complexe.

Mais ce problème devrait être réglé, puisque maintenant les enfants non-verbaux apprennent les symboles dès leur arrivée à l'école vers six ou sept ans.

RESUME:

Progress in language development has been noted since symbol communication was initiated with a number of non-verbal, physically handicapped children at the Victor Doré School. Areas in which development has been observed include verbal comprehension, syntax, morphology, and receptive vocabulary. It is felt that the logical and semantic aspects of the symbol system have stimulated skills of observation and analysis, leading to greater organisation of thoughts.

The symbol system has been less successful with retarded adolescents assessed as educable because they are so used to communicating through gesture and mime. It is felt that introducing symbols from the first year of school will lead to greater success in this area.

A PARENT'S VIEW ON HOW BLISS SYMBOLS HAVE CONTRIBUTED TO OUR CHILD AND FAMILY

by: Maureen Walker
Montreal

Our son, Timmy, is an active, moderately retarded, non-verbal six year old with some autistic features. His receptive language is extensive and during the past nine months his expressive language through the use of 'Bliss' has been a rewarding experience for Timmy and the family as a whole.

Last April, when he began attending Miriam School, his only enjoyment up til that time was looking at books and pointing to objects and letters of the alphabet. He did not socialize with people and completely ignored his older brother and sister. He was actually living in his own little world.

This is how the use of Bliss symbols began. Symbols representing items of interest to him such as drink, music, book, and pencil, were introduced at school and at home. I would insist he point to these symbols on his own little board of four symbols before being given the item. In a very short time, he initiated his own request and became very excited when each member of the family responded. Interest grew quickly with his brother and sister. They invented a little game of teaching him to recognize new symbols, where they would draw a symbol on his chalk board and when he found the matching symbol on the Bliss Board he was allowed to wipe it from the chalk board with a wet cloth. This he loved to do and eventually he began to point to "write" and "chalkboard" as soon as they would enter the house. From this, friendship began.

In the summer time, a big treat for Timmy was going to the store with his dad after dinner for an ice cream. Along went the symbols for car, money, and store. It got to the point that as soon as his dad walked into the house from work, Timmy would run to his board and point to store.

He loves to socialize, and while he is out visiting his symbols have stirred up such interest with people; his behavior is becoming more appropriate and acceptable. A little incident happened this Christmas. While enjoying egg-nog with friends, Timmy, not wanting to be left out, showed us on his symbol tag (an Air Canada baggage tag which hangs from his belt loop with 8 symbols on each side), that he wanted a drink of milk. Before this, he would have grabbed the glass from my hand and caused a scene.

I feel Timmy is no longer the whining, frustrated child who depended entirely on me to guess what his needs were. His knowledge of a hundred symbols has expanded his own little world of enjoyment. When he hears children outside playing, he will show us that he wants 'outside in the snow'. Saturday morning TV cartoon time usually brings a fast breakfast so he can go downstairs to 'watch T.V.'. The greatest thrill I experienced was the morning he came downstairs to the kitchen and pointed to 'I want eat' on his chart after he had the flu for a few days. I knew then he was feeling better.

ELECTRONIC AIDS FOR NON-VOCAL COMMUNICATION

A Brief Overview of Information Gathered at
The 1976 Conference on Systems and Devices for the Disabled
Tufts University, Boston June 10 -12, 1976

by: Keila Waksvik
Montreal

PRIORITY OF NEEDS OF THE CEREBRAL PALSID:

1. Communication
2. Activities of Daily Living
3. Mobility
4. Ambulation

AIDS FOR NON-VOCAL COMMUNICATION IMPLY:

A CLIENT-----AN INTERFACE-----AN OUTPUT DEVICE

A. THE CLIENT:

- Cerebral Palsy (750,000 in U.S.; up to 20% have potential need for communication aids)
- Aphasics (post C.V.A.)
- Head Injury
- Laryngectomy
- High level quadriplegic (traumatic) - require aid for written communication
- Midbrain damage (case presentation of patient left with almost no possibility for making sound)

B. THE INTERFACE:

Many control devices are available: joy stick, pressure-sensitive pads, levers, ultra-sound, infra-red, optical devices.....

There are three basic approaches to selection:

a) SCANNING: User selects character by responding to display

- linear scanning (e.g. rotating pointer)
- row-column scanning
- directed scanning
- anticipatory scanning

ADVANTAGE: Can be used by almost any client (single switch)

DISADVANTAGE: Slow

b) ENCODING: Characters are indicated by a pattern of input signals

ADVANTAGE: Greater speed than scanning

DISADVANTAGE: Requires greater degree of motor control (greater number of switches = more responses per character)
Client must learn code

- c) DIRECT SELECTION: Desired character is indicated directly by the user
(key or sensor for each possible output selection)

e.g. - Typewriter
- Expanded keyboard for typewriter
- Autocom

ADVANTAGE: Speed (client chooses his own speed)
Easy to learn (very straightforward)

DISADVANTAGE: Greater motor coordination required than scanning or encoding.

C. THE OUTPUT DEVICE:

- a) VISUAL - fulfills basic needs plus

e.g. letters on magnetic board
clockface pointer boards
Blissymbol displays
dynamic alpha-numeric display
television display

- b) PRINTED - Allows storage of information, greater independence for school,
home, correspondence.....

e.g. typewriter
telex
strip printer

- c) VOCAL - Allows classroom participation, use of telephone.....

e.g. voice synthesizer

N.B. THE DEVELOPMENT OF A "UNIVERSAL" ADAPTABLE AID

REQUIREMENTS:

- Selection technique (scanning, encoding, direct selection) easily adaptable to various individuals
- Sufficient vocabulary storage capacity - e.g. ability to select whole words, phrases, sentences.....
- Vocabulary easily modifiable according to individual (symbols, words.....)
- Utilisation in different environments (school, home, work.....)
 - . portable
 - . little 'set-up'
- Various forms of output: printed copy, television display, voice.....
 - ability to use with computer, or telephone communication system.
 - output should ideally be self-contained

BIBLIOGRAPHY

1. Various pertinent documents available from:

TRACE Center
922 ERB
1500 Johnson Drive
Madison, Wisconsin 53706

- Particularly: a) Annotated Bibliography of Communication Aids
b) Non-vocal Techniques and Aids as Aids to the Education of the Severely Physically Handicapped: A State of the Art Review, 1975.

2. Proceedings
1976 Conference on Systems and Devices for the Disabled
Foulds, Richard A., and Brenda L. Lund, Ed.
The Biomedical Engineering Center
Tuft-New England Medical Center
Boston, Massachusetts.

TEACHING BLISS TO THE SEVERELY RETARDED

by: Miriam Belzberg
Montreal

It is important for the reader to have a feeling for the population which we are discussing. In this particular classroom we have six severely retarded children ranging from age 11 to 16 years. Four students are institutionalized; two live at home with parents. All attend school on a daily basis. For some of these children, this is their first or second year away from the archaic type of institution which has been disbanded. For the most part, the children are non-verbal or have echolalic speech and/or a few words. In addition they also exhibit marked maladaptive behaviours. Standardized intelligence tests are non-applicable for this class and we had to develop our own appropriate screening and evaluation methods. The children have no academic skills. It is our goal, perhaps a somewhat optimistic one, to train this class for a specialized sheltered workshop situation. These children rarely have had the need or have developed the desire to communicate, as it has always been more expedient for others to anticipate their needs and act accordingly.

The children are not very social, and rarely initiate parallel or cooperative play. We have a structured classroom with emphasis being placed upon behavioral control, fine and gross motor training, workshop skill training, activities of daily living, self care and now training communication skills. There is one teacher and a part-time assistant within the classroom.

So why embark upon the awesome task of teaching these children a system of communication, such as Bliss, and where do you start? Our goals at present are much more modest than the teaching of a complex, syntactical, grammatically correct symbol system. We are giving the children discrete, concrete symbols to facilitate appropriate communication throughout the school day.

We began with pre-symbol activities such as concrete object identification, picture identification (show me cup) - first by name then by function through the progression to symbol identification, first by name and then by function. Whenever possible various aides are incorporated with the pictographic symbols. We use colors, and additions such as hair and ears to the symbol for head; head, hair, limbs to the symbols for man and woman, happy and sad faces are paired with the symbols for yes and no. All symbols are drawn to scale on individual cards measuring six inches by six inches.

We began with the symbol for toilet, this being one of the most functional for our particular children. At the appropriate time, the students take this symbol to the wash-room, match it to the symbol there and perform their functions. We work on name identification, whereby the child first points to the symbol for name and then to the appropriate

name. Though "name" is a somewhat abstract symbol, it is always paired with the written name so that with constant drill the children are beginning to understand that when the teacher holds up the symbol for name it follows that the child finds his written name.

Body parts, such as, head, eyes, nose, legs, ear, mouth are being taught. Each child has his own individual set of symbol cards, and chooses the appropriate one upon verbal command from the teacher. It is important not to present symbols, to these children, that are difficult to distinguish, so that they are learning nose but as yet have not been taught hand.

Some other concrete symbols being used in the classroom are: door, cupboard, blackboard, chair, table, and window - we have daily drills with these symbols.

At this time we are not teaching the "action" symbol per se. The verbal commands "sit" and "stand" are always paired with the symbol cards so that the children will gradually learn to recognize and respond to the symbol without the oral cue.

Our daily routine is organized in such a manner as to facilitate symbol communication at most times. We have a structured Bliss teaching period, which is carried out in a group, as well as one to one instructional time slots.

Of the behavior problems previously mentioned, one that must be dealt with, specifically, particularly within the group setting is, distractibility. During group, the children are seated in a circle, each having his own symbol cards. Appropriate responses result in positive reinforcement of the primary and secondary nature. In the case of an incorrect response, teacher shows the "NO" symbol in conjunction with a sad face and repeats the question until the correct response is illicit. The consequence of inappropriate behavior is punishment, i.e. withdrawal of positive reinforcement of the presentation of an aversive contingency. Other group activities include: singing, eating, art and some workshop assembly tasks. During lunch time the children are given ample opportunity to continue developing their communicative skills. For example, they ask for milk and food by showing the appropriate symbol. A reinforcing art activity is matching and pasting magazine pictures with symbols such as food.

When working one to one with a child on any task within the classroom, we incorporate Bliss Symbols. For example, during a workshop training period, when a child is packaging materials, he has the symbols for "YES" and "NO" with corresponding happy and sad faces in front of him; thus he points to the appropriate symbol when asked if his work is completed. We work one to one with the children drilling the symbols with pictures and objects. Often this period is carried out in another classroom. Symbols constructed from sand paper and felt are used with the children so as to increase the modalities through which they learn.

The onus is upon the teacher to create an atmosphere conducive and motivating to learning and symbol communication. We must encourage the children to act on their environment and to communicate with others instead of being passive outsiders. The teacher always verbalizes correct responses which is reinforcing for the child and also further promotes his receptive language. There is continuous need for materials suitable for this program.

A team approach is vital for success. Parents, other teachers and workers within the institutions must all be enlisted to attain our goals.

Two students exhibit increased appropriate verbalizations and we've noted an increase in vocalization in a third child.

The aforementioned positive results from this experimental program have created within us the excitement and dedication necessary to continue teaching Bliss to the Severely Retarded child.

CLINIQUE DE DESIGN - A NEWLY FORMED CLINIC FOR THE HANDICAPPED IN MONTREAL

by: Dr. Ronald Levy,
Montreal

In September 1976 the Industrial Design section of the Faculté de l'Aménagement, Université de Montréal, started a new teaching clinic as an integral part of the Industrial Design Programme. This clinic has as its goal the development of design expertise in fields other than the traditional industrial mass production of products and fashionable interior design. In this respect the clinic is oriented towards what has come to be known as "social design" and as such is actively involved in design projects and research for the physically and financially handicapped sectors of society. The Design Clinic provides services to those areas of society which cannot afford professional services or who represent non profitable ventures for the private sector. Whilst offering this service to society, the clinic provides invaluable pedagogical experience for students of design.

In the area of study concerning the physically handicapped it is important to note that the essential orientation of the clinic is towards the development of special devices for the handicapped. The clinic is not actively involved in providing prosthetic or orthotic services but rather it is concerned with the development of special technical aids for persons suffering from abnormalities such as Cerebral Palsy, Spina Bifida, Osteogenesis Imperfecta, Arthrogryposis, Muscular Dystrophy and other disorders.

The industrial designer brings to this field a particular expertise which is believed can improve and augment the development of special devices for the handicapped. This expertise includes a profound knowledge of ergonomics and anthropometrics, of problem solving methodologies, of materials and their characteristics, of mechanics, of communication techniques, of aesthetics and environmental design.

Although the clinic has only recently begun operating there are a number of projects in progress, run in conjunction with the Mackay Centre for Deaf and Crippled Children. Two of these projects may be of interest to the readers of this newsletter since they are directly concerned with Blissymbolics.

1. Symbol Display Project (Team: J. Coutu, A. Dardenne, R. Levy, K. Waksvik)

In the first encounter with Blissymbolics the members of the clinic were both impressed with the overall system and suprised at the difficulty encountered by the children in pointing to all areas of the symbol display (400 symbols). With great encouragement and help from Keila Waksvik the O.T. at Mackay, a team embarked on a study of the symbol display in an effort to augment access to all symbols for the pointing child. The problem of reach was the overriding factor and a flat chart 20" x 20" was obviously a handicap in itself. Although children could point accurately to the individual 3/4" x 3/4" squares that make up the 400 symbol display, they were limited to a roughly central area, being unable to reach the symbols around the extremities of the display due to a combination of short arm length and limited arm movements because of the presence of spasticity. A number of solutions were proposed, of which a few have been developed to the prototype stage.

(a) The first solution was simply to reduce the overall size of the chart. A simple and direct solution but one which had not been considered before. There was some anxiety as to whether or not the children would accept the half-size chart and symbols, and the question of the necessary increase in dexterity in pointing to the smaller squares was also raised. However, initial trials have shown that most of our anxieties were unfounded and that most of the children accept the reduced size. It improves speed of communication, reduces the effort required in reaching towards the extremities of the chart and renders all symbols accessible. A further study is now in progress in terms

of the materials which may be used in the manufacture of the display (e.g. transparent envelopes for the display) so as to make them more durable and to easily facilitate changes or additions to the symbol matrix on the chart itself.

(b) A second solution being studied at present is of a more dynamic nature. Since the problem of reach was important, it was thought that a device which could bring the symbols to within easy reach of the user was worth studying. The outcome of this approach is a freely rotating transparent plexiglass cylinder containing a symbol display. (Fig. 1) The device is attached at a convenient position for the child on the wheel chair tray. The child simply rotates the cylinder to locate the appropriate symbol. This rotational characteristic, which contains an element of play, was enthusiastically received by the children and it seems to stimulate communication.

The cylinder rotates with minimal applied force and when appropriately positioned, encourages the use of the arm in a position of pronation and extension with the hand open and wrist extended as apposed to the typical spastic pattern of flexion and internal rotation. For one young girl with very poor head control, who's head always falls forward the placing of the cylinder at eye-level appears to facilitate her keeping her head up, as she no longer has to look down to find the symbols she wants to communicate. Her parents have also found the cylindrical display advantageous in that the symbols are readily available to her during meal-times, where as before they were covered by her plate. The cylinder is easily detachable from the wheel chair tray for portable use, and is presently being considered for two students who ambulate with the aid of a walker.

2. A head positioned optical pointer for Blissymbol Communication (Fig. 2)
(Noland Belliveau)

In cases where the physical handicap is so severe that pointing to a symbol on a display is impossible, other means of access have been developed. Apart from the eye code system which is widely used, it is also possible to fit certain children with an optical pointer attached to the top of the head. The device which was being used at the Mackay Centre was considered to be too bulky and heavy (260 grams), unattractive and difficult to position accurately. In addition the straps fixing the light to the top of the head caused skin irritations under the chin. As a consequence the device was neither readily accepted by the user nor by the teacher.

Noland Belliveau, a final year student of design, set out to design (under the direction of the clinic) a highly effective and light weight optical pointer which could be worn with minimal discomfort. This study required extensive anthropometric measurements to be taken to ascertain the various characteristics of the head movements of the particular student, a severely involved spastic quadriplegic. The study also delved into contextual issues such as the relationship of the wheel-chair to the user and the optical device itself, etc.

FIGURE 1

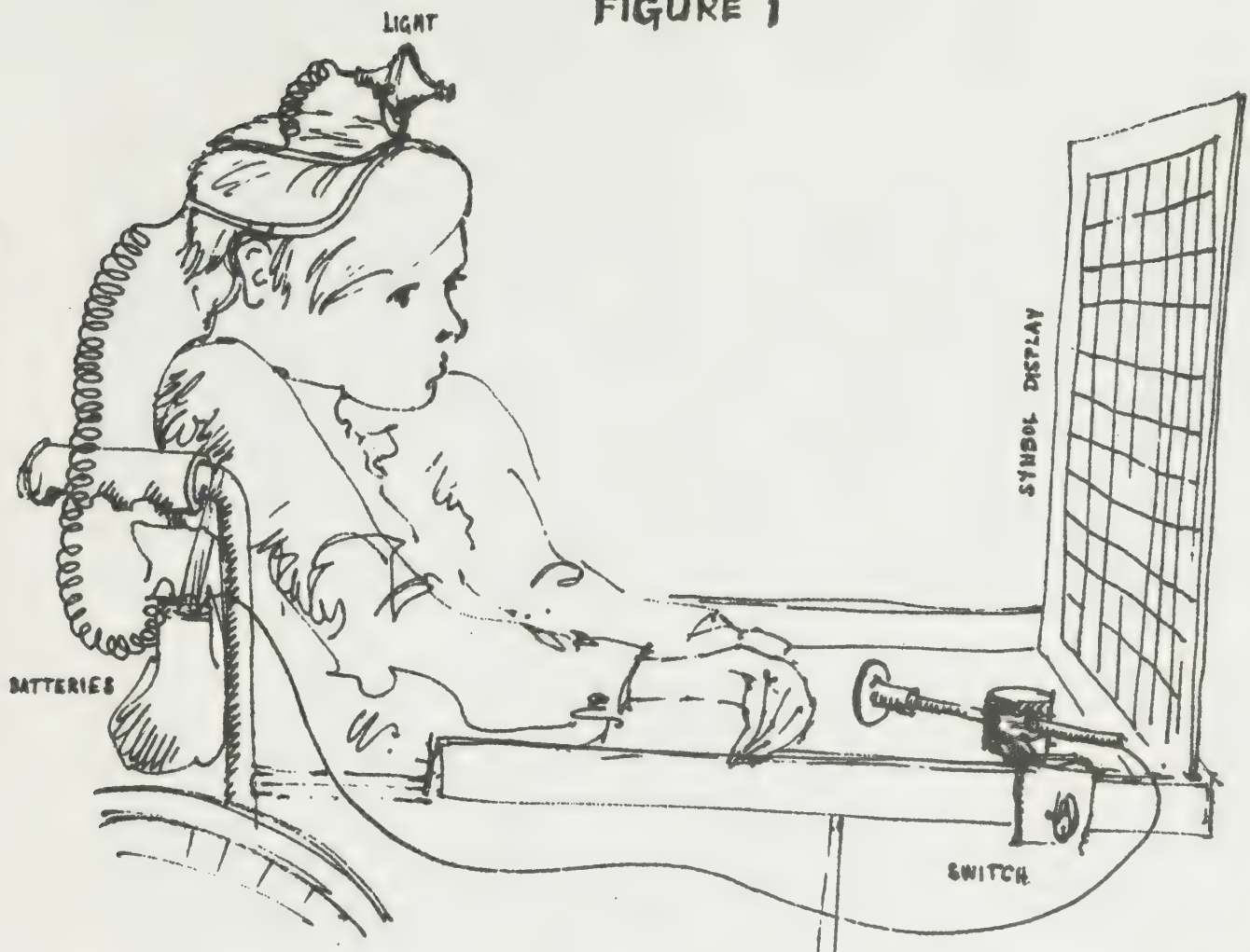
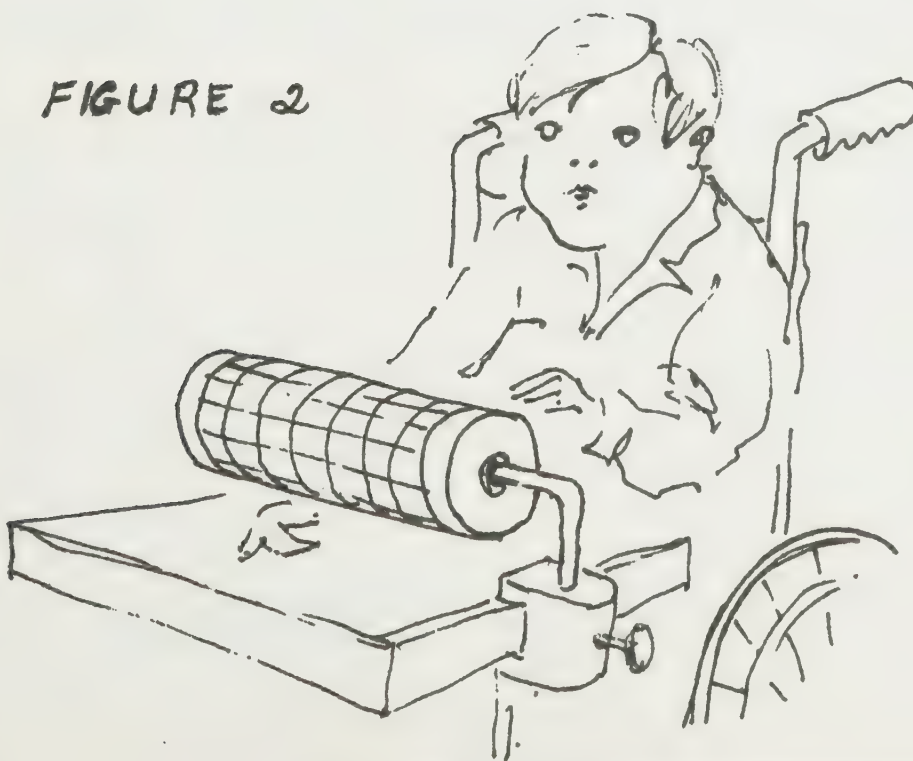


FIGURE 2





The initial prototype which is still undergoing tests weighs less than 50 grams and has an aesthetic sensibility to make it readily acceptable to the young teenager who is to use it. The device merely rests on her head and supports a multi-directional light source of a parabolic shape. A switch, permitting her to turn the light on or off independently, is located in such a way as to be activated by the slight voluntary movements of the hand which are available to her, with a minimum of effort. The head - gear itself is designed so as not to apply pressure to the head and is held in place by the use of flexible spring supports around the ears (similar to those used for supporting spectacles for athletes). The head - gear is molded from "H" section plastic strips which help to meet the specifications of light weight and strength. The power source is provided from a rechargeable cadmium battery which is strategically located on the wheel - chair together with a container for storing the device itself. The light source is detachable from the head - gear allowing a typewriter pointer to be locked into its place. This enables the student to use the same head - gear for both symbol communication and for typing activities.

Prior to the use of the optical pointer, no direct means of indicating symbols was available to G. She was initially dependent on others to scan the symbols for her, while she would indicate yes/no in her particular fashion. Eye - coding, which she learned easily and still uses, is more efficient and independent method, but is still slightly complicated for some adults and students with whom she might want to communicate. The optical pointer, though in use for only one week at this writing is the most direct and rapid means of communicating through symbols for G. Already, more complex sentences structure, and more spontaneous communication has been observed in her interactions outside the classroom. It is strongly felt that this is secondary to her increased ease and speed of communication.

Persons wishing further information on any of the projects described, can write to the author, c/o The B.C.F. office in Toronto.

COMMERCIALLY AVAILABLE AND TEACHER-MADE MATERIALS WHICH
HAVE BEEN ADAPTED OR DEVELOPED FOR SYMBOL USING CHILDREN

by: Claudia Chant
Montreal

During the past year I have become aware of the need for a list of commercially available and teacher-made materials which have been adapted or developed specifically for use with symbol children. Some of the following ideas are original but most have been borrowed from other symbol teachers and volunteers. I want to thank all the contributors and hope that the newsletter readers will find the following information useful.

COMMERCIALLY AVAILABLE MATERIAL

Developmental Learning Materials (DLM)
7440 Natchez Avenue, Niles, Illinois 61648

Association Picture Cards I and II
No. P. 124 and No. P. 156

Description

Group I consists of six sets of pictures of houses, trees, clocks, chairs, tables and lamps. In Group II the six classes are hats, boats, dogs, cars, trucks, and birds. Each set contains five different kinds of each object pictured.

Possible Symbol Adaptations

The cards in both sets provide an excellent means to drill beginning symbol users on basic symbols. Mix up the sets of pictures and show the child a card. Have him point to the corresponding symbol on his Bliss board or select from a choice of symbol flashcards. Children respond well to this type of drill and the pictures are colorful and interesting.

Which One Does Not Belong DLM #157

Description

This set consists of thirty rectangular cards with four pictures on each. Three of the pictures are in the same category, i.e. three types of footwear and one is unrelated i.e. a hat. The child must determine which object is not related and state why.

Symbol Adaptions

The beginning symbol user can simply name the items pictured. A child using a 400 display could be asked to explain why one object does not belong with the others.

Building Match - Ups DLM # 320

Description

This set consists of eight large master cards with a picture of a specific building on each and forty - eight small cards, six of which are to be appropriately matched with each building.

For example: Grocery Store (large card)

cashier
fruits
canned goods
dairy foods
meats
bread

The child is to match the six appropriate cards with each of the eight buildings.

Symbol Adaptations

This set provides an excellent exercise in combining symbols. The children can be asked how they would name each building and the six matching cards using combined symbols.

Category Cards DLM #231

Description

The set contains forty-five cards which can be divided into nine categories of five cards each. The categories are health aids, shapes, fruits, clothes, vegetables, tools, sports equipment and fixtures (Household).

This game can be played like "Go Fish" whereby the child attempts to make a "book" consisting of five cards of the same category. Each player receives seven cards -- the rest are stacked in the center of the table. One player asks another for a card of a specific category or even for a specific card, i.e. "Do you have a vegetable?" or "Do you have the celery?" If not, the player must draw from the stack on the table. The player who completes the most books wins.

Symbol Adaptations

All the cards can be labeled with symbols if so desired because there is sufficient space on each card and the game can proceed as above using the Bliss board to request specific cards. This game provides an excellent opportunity for teaching the question strategy.

or

The cards do not have to be used to play a card game at all. Symbols representing the nine categories can be shown and the child must sort the cards into the appropriate category. In this case cards would be labeled with symbols.

Logic Cards DLM # 241

Description

There are thirty-two cards in this set which can be divided into eight sets of four each. Each set depicts a series of activities which can be placed in a logical order to make a story.

Symbol Adaptation

The child can be called upon to place the cards in a logical sequence but after having done this, he must explain the actions or tell a story using Bliss symbols. The task can be adapted for younger symbol users by reducing the sequence to two or three of the cards.

Open Sequence Cards DLM # 313

Description

Open sequence cards consists of eighteen different incomplete sequencing situations divided into five sets. The sequencing tasks vary in degree of difficulty depending upon the number of parts missing from each sequence. The child is asked to either place loose cards in proper sequence or fill in a card or cards to complete a sequence.

Symbol Adaptations

This activity provides reading readiness practice by stressing left to right orientation. The child can use his symbols at a basic level to label what he sees in each picture or at a more complex level he can complete the sequence and tell a story using his symbols. This provides good practice in making complete symbol sentences.

Photo Sequential Cards DLM #325

Description

This series consists of four photo sequences of six cards, each depicting four different events:

1. A woman and child taking an airplane trip
2. A man working in a print shop
3. The school day activities of a teenage boy
4. Two teenagers on a shopping expedition

The child must place the cards in proper sequence and describe the action. These cards appeal more to the older student because of the subjects. They help enhance visual-sequencing skills and descriptive language skills.

Symbol Adaptations

After properly sequencing each series the Bliss child can use symbols to tell each story and note the details in each picture.

Sequential Picture Cards II DLM # P. 161

Description

This set consists of ten picture sequences of three cards each. One of the sequence series depicts a foot on the first card, a related object -- a shoe on the second card, and the foot in the shoe on the third card. Cards one and two must be described with nouns and card three requires a descriptive verb or preposition.

Symbol Adaptations

These cards can encourage approximation of English syntax by requiring that the child enlarge symbol responses from simple nouns and verbs or nouns and prepositions.

Sequential Strips DLM # 376

Description

These are folding sequential stories without words. The subjects are Making Pizza, Eating Out, Fish For Breakfast, and My Special Friend. The child is to describe the action in each sequence.

Symbol Adaptations

The child can describe the actions using Bliss Symbols. Depending upon the level of symbol proficiency the teacher can require complete sentences in the descriptions.

Auditory Training - Familiar Sounds DLM # T. 139

Description

This kit features a cassette recording of fifty familiar sounds i.e. a telephone ringing, cars honking, water being poured into a glass, along with a picture card for each sound.

Symbol Adaptations

This provides good auditory training whereby the child must listen to each sound and point to the symbol which best describes each sound. If a child cannot identify the sound, the picture card can be shown, and he can use this visual cue to locate the appropriate symbol.

Teaching Resources - A New York Times Company
100 Boylston Street, Boston, Mass. 02116
(Canadian Distributor - Ginn & Company, 35 Mobile Drive,
Toronto, Ontario, M4A 1H6)

Parts of Speech Complete - Catalogue No. 84-100

Description:

This set consists of five decks of picture cards depicting nouns, verbs, adverbs, adjectives, and prepositions.

Symbol Adaptations:

Bliss children can match the cards with symbol phrases containing the appropriate parts of speech.

Felt Board Kits

The following felt board kits manufactured by Instructo Corp., Paoli, Pa. (a subsidiary of McGraw-Hill) have been successfully adapted and used with symbol children. We have made separate cards (bristol board with felt pieces glued on the back) with appropriate symbols for each kit.

We Dress for the Weather - Instructo No. 285

This is an excellent kit for teaching weather, clothing, and days of the week symbols. Pieces are large and brightly coloured.

Opposite Concepts - Instructo No. 33

This kit contains fifty-six pictures which group into twenty-eight opposite concepts. This is good for teaching the opposite strategy.

Things a Family Uses - Instructo No. 111

This kit contains seven illustrations of people-individuals and groups - the child must classify over fifty items according to who would make use of them. This is an excellent resource to reinforce the combining strategy because many of the items listed cannot be described with one symbol.

My Face and Body - Instructo No. 284

This kit contains forty-nine pieces by which the teacher can teach the various body parts symbols.

STORIES:

Three Billy Goats Gruff - Instructo No. 162

This kit contains a cassette recording and felt board pieces which depict the story. Symbol pieces can be made to correspond to the picture pieces, i.e.

∨
I A G

Big Billy Goat

∨
| | A G

Middle Billy Goat

∨
I A G

Little Billy Goat

Children love listening to the story and matching symbols to the pictures. This is an invaluable resource for children with short attention spans because the music and voices are dramatic and entertaining.

The following stories do not have accompanying cassettes but it would be easy enough for teachers and volunteers to make them.

The Three Little Pigs - Instructo No. 152

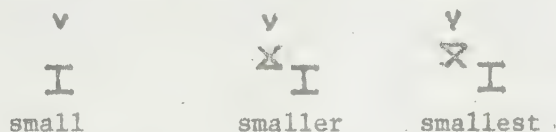
Goldilocks and the Three Bears - Instructo No. 154

Gingerbread Boy - Instructo No. 155

Little Red Riding Hood - Instructo No. 156

The Arithmetic Readiness Vocabulary - Instructo No. 27

This kit contains felt pieces and corresponding math words such as small, smaller, smallest, many, few, more, right, left. Symbols representing these concepts can be taught using this kit. For example:



Animal Face Puppets - Instructo No. 1189

Six sturdy cardboard face puppets are included in this kit. This is an excellent vehicle for teaching Bliss children to make up stories using their symbols. Entire plays can be written by the more sophisticated symbol users. They also provide an excellent starting point for discussion of each animal and its habitat. Children can combine symbols and letters to name each one -



Also available are Fun With Faces: Family Face Puppets - white - Instructor #1185, Black #1186. Family symbols can be taught in the same way.

Understanding Our Feelings - Instructo #1215

This series contains twenty-eight photo cards depicting various emotions. These can be used to teach and reinforce the emotion symbols. We have also cut out similar pictures from magazines and had the beginning symbol user make simple labels or sentences to describe the appropriate emotion. We have put them in notebook form which the children can read again and again.

Wooden Puzzles

Wooden puzzles are an excellent aid to teaching symbols to the beginning symbol user. Pieces are large and easily manipulated by many physically handicapped children. Symbol labels can be taped or glued on the underside of each puzzle piece. Simplex puzzles which are manufactured in Holland and generally available at educational toy stores are outstanding.

Simplex #1202 Farm

Simplex #1180 Stand Up Pieces

We also have:

Fisher-Price #502 Community and

Lauri-Junior Fit-A-Space 2101 - Lauri Inc., Phillips-Avon, Maine.

This is a rubber puzzle which contains basic shapes which can be labelled with appropriate symbols.

Textbooks

In searching through various text book series I chose the following because of their adaptability for use with symbol children.

Methuen Publishing Co.,
2330 Midland Avenue,
Agincourt, Ontario. M1S 1P7

Many of the books in the Methuen series are excellent because of the interesting pictures, short sentences (which can be translated into symbols) abundance of space above the words and inexpensive price.

Do You Know Word Books by June Melser

Set A ME 423 73100 9
Set B ME 423 88310 0

Set A contains eight small paper books entitled The, A Little, My, And, See, Big, In. The titles in Set B include Said, Too, Come, Me, For, You, We, With. All the symbols for these words are included on the 400 display, and they are reinforced because they appear on each page.

Read It Yourself by June Melser

ME 423 86510 2

Set A contains eight titles in which the simple phrases can be translated into symbols. The titles include:

What is Little?	What Goes Fast?
What Can Jump?	What Can Fly?
What is Big?	What Comes Down?
What Goes Up?	What Goes Round and Round?

If the sight word (as opposed to or in conjunction with the phonics) method is being employed with your symbol student, sentences can be translated into symbols and words can be gradually substituted for symbols.

Instant Readers by Dorothy McMillan

ME 423 49470 8

This is an invaluable set of twenty-four small paper books illustrated with black and white photographs. A large teacher's edition is available for group reading lessons:

ME 423 49460 0

As you can see by the following sample titles these books are excellent for introducing and reinforcing symbols and also for developing a sight word vocabulary.

Me, My Family, Big Brother, Big Sister, Pets, After School, Baby, Mother, Father name just a few.

Methuen Caption Books by Beverly Randell

Purple Books - 4 books ME 423 77570 7
Orange Books - 4 books ME 423 77580 4

These two series contain stimulating titles such as Funny Fishes, Rock Pool, Boats. Each title is written partly in story form and partly in rhyme. There is abundant space for placing symbols above the words or covering words with symbol sentence strips.

Methuen Number-Story Caption Books by Beverly Randell

Set A ME

Set B ME

Each set contains four titles which can be used in conjunction with the Bliss board to reinforce concepts and teach symbols.

Set A includes: Huge and Tiny
High and Low
Too Large and Too Small
Over and Under

Set B includes: Less and Less
Fewer and Fewer
Heavier and Heavier
Further and Further

Set A can also be used to reinforce the concept of opposite.

Telltales Picture Stories for Language Enrichment by Denis and Judy Cahagan ME

Set I Simple Actions

This series contains eight sets of four cards, each of which depicts a single event. Pictures are colorful and attractive though possibly too detailed and confusing for the beginning symbol user. The child can relate each story using his symbols.

Three Four Five
33 West Hill
London, England SW 18 1RB
distributed by:
Kiddiecraft Ltd.
Kenley Surrey, England CR 2 5YS

Make - A - Story In the Town

This sturdy book contains a series of flip-over pictures which can be used to tell many different stories. The child can relate what he sees in symbol form. The book can be used at the beginning level for picture-symbol matching exercises and at the more advanced level to make up symbol stories.

Random House
New York or Toronto

Big and Little by J.P. Miller

O 394 83239 6

This sturdy cardboard book contains ten brightly illustrated pages. It helps teach and reinforce the opposite concepts short-tall, fat-thin, few-many, over-under. It was purchased in the book section of a large department store.

Bowmar Publishing Co.
622 Rodier Drive
Glendale, California
or
Thomas Nelson and Sons
81 Curlew Drive
Don Mills, Ontario
(Canadian Distributors)

The Monster Series

This series of twelve textbooks with simple stories can be translated into symbols for the more advanced symbol user or used to teach listening and comprehension skills to any symbol user. Children love the amusing stories and humorous illustrations.

Building Stories with Jack and Julie
St. Johns School for the Deaf
Milwaukee, Wisconsin 53207

Jack and Julie Series

This series of wordless cartoon pictures is designed to develop receptive and expressive language in deaf children. Simple or Complex symbol sentences can be devised by the child or the teacher to describe the action in each four to five card series. A typical lesson with these cards might include a lesson on combining to develop a story vocabulary, a description by the child of the depicted actions, reading of the aforementioned symbol sentences, and matching the sentences to the pictures. (Sentences can be written on paper or cardboard strips for the matching exercise.) Finally, the pictures can be mixed up and the child required to place the story back in sequence.

Science Series
McMillan Publishing Co.
70 Bond Street
Toronto, Ontario
also in New York

See How It Grows by Pamela Nash

The Seed SBN 333 12184 8
The Bulb SBN 333 12182 1
The Tree SBN 333 12187 2

These sturdy, brightly illustrated paper books contain brief explanations on each page which can be translated into Bliss symbols. These books can form an integral part of a science unit on plants.

Western Publishing Co.
Golden Press
Racine, Wisconsin
also in New York

An Animal Shufflebook 15770

This packet of brightly illustrated cards contains pictures of animals on one side and pictures of actions on the reverse side. They can be shuffled to make amusing stories. Cards can be translated into symbols or children can use them as a stimulus to relate imaginative symbol stories. Children can also receive practice in combining symbols by naming the different animals and their actions.

TEACHER-MADE GAMES AND ACTIVITIES

Bliss Symbol Bingo

Number of Participants: Two or more
Materials Needed: 1. Cards ruled into nine squares (Three by three) with a different symbol drawn in each square.

2. Separate master symbol cards for each symbol used in the game.
3. Tokens to cover squares.

Method:

The game proceeds like a typical Bingo game - the first child to get three symbols down, across, or diagonally wins.

Variations:

This game can be employed to teach various strategies, opposite, plural, combining, etc.

Field Test Results:

Children seem to really enjoy this game. It is good for increasing attention spans, teaching symbol discrimination, (put similar symbols on your cards) and encouraging group participation.

All About Me Book

Number of Participants: All class members (teachers too!)

Materials Needed: 1. A large photo album (preferably the dry mount kind).
2. Photos of all the children in the class (and teachers) their family, special family occasions, pets, etc.

Method:

Send home a questionnaire at the beginning of the school year asking for information about each child such as family members, birthdate, pets, favorite TV programs, favorite foods etc. Write this information on cards and place these in the book along with the pictures. Make up or have each child make up simple sentences to explain each picture.

Field Test Results:

Though we originally made this book for teachers and volunteers to familiarize them with the children quickly, we found that the children were fascinated (and continue to be fascinated) by the book. They will sit and look at the pictures and read the sentences over and over again. We began taking pictures of class field trips and parties and have started another class book.

Build - A - Story

Number of Participants: All class members and teachers

Materials: Symbols

Method: The teacher or a class member starts a story and class members add to it using their symbols. The teacher can write the story on an experience chart or blackboard.

Missing Symbol

Number of Participants: All class members

Materials: Symbols

Method:

Place several (four to six) large symbol cards on a table in front of the children. Mix them up and remove one, see if the children can remember which is missing. This is a good visual memory exercise.

Listening for Definitions

Number of Participants: Individuals or all class members

Materials: Symbols

Method:

The teacher gives verbal clues such as "I am thinking of something made of wood. It has four legs. We sit on it. It is a _____. The child supplies the missing symbol.

Same or Different

Number of Participants: Individuals

Materials:

1. A stack of symbol cards, each containing two symbols.
2. Two heading cards with the same and different symbols.

Method:

The child separates the stack of cards into the same and different piles depending upon whether the card has two symbols which are the same or two which are different.

Field Test Results:

This is a good individual activity to teach symbol discrimination. The symbols placed on each card can be similar like happy and sad, game and toy, over and under.

Build A Symbol Wall

Number of Participants: All class members or individuals.

Materials: Search through wallpaper books to find simulated paper bricks.

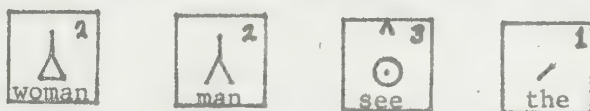
Method: For each new symbol that is learned, paste a new "brick" marked with that symbol on the wall.

Field Test Results: This is an excellent activity to motivate the beginning symbol user.

Symbol Scrabble

Number of Participants: Two to four players.

Materials: Individual symbol cards (eight or more depending upon the level of the child) with various point values assigned to each.



Method: Each child tries to make a symbol sentence using their cards. The one with the most points in his sentence wins.

Tenses

Number of Participants: Two to three advanced symbol users.

Materials: Five sets of symbol cards - three for each verb chosen with the past, present, and future tenses.



Method: Each child receives five symbol cards, the rest are placed face down on the table in a pile. The child must make a "book" of the three tense cards. Going in a clockwise direction, the symbol child indicates on his Bliss board the card he would like, i.e.,



can take the top card from the pile of leftover cards. If no one has it, he can take it. At the end of the game, the child with the most "books" wins.

Wooden Puzzles

Number of Participants: Individuals

Materials: Simple two-piece wooden puzzles cut from a two-by-four.



Method: Draw or tape one symbol on each puzzle half. The exercise can require the child to match two symbols that are the same, a symbol and a picture, or combine symbols.

Field Test Results: Our woodwork teacher made us some fantastic puzzles with his jig saw which are easy for the children to manipulate.

Body Parts Game

Number of Participants: one or more

Materials: a) Large body parts symbols cut from cardboard or styrofoam meat trays. b) Dice with a different body part symbol drawn on each face.

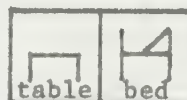
Method: Child rolls the dice and picks out the body parts which appear. The first child to complete a person constructed out of symbols wins the game.

Field Test Results: This is an excellent way to teach or reinforce the body parts symbols for the beginning symbol user. It can be used in conjunction with the My Face and Body kit.

Symbol Dominoes

Number of Participants: one or more

Materials: Sets of cardboard dominoes with symbols on each end. Fifteen or twenty dominoes to each set make a good game.



Method: Pass out five dominoes to each player. One domino is placed in the centre of the table, the rest of the dominoes are placed face down and mixed up on the table. The child matches the end of one of his dominoes with the end of the one on the table. If he cannot, he draws from the mixed-up pile. The first child to get rid of all his dominoes wins the game.

Field Test Results: This is a good game for the teacher to make using stencils. Duplicate the sets of dominoes and send them home with your symbol children.

Blissentration

Number of Participants: Two or more

Materials: Pairs of symbol cards (five to ten per set).

Method: There are many variations to this game, but we make up decks of cards, mix them up, place them face down on the table and each player takes turns turning up two cards at a time. If the two match, he gets to keep them. If not, he places them face down in the same place and all players try to remember the position. Game continues until all pairs have been made. The player with the most pairs wins the game.

Field Test Results: This is another game which can be easily reproduced on a stencil and sent home with the children to play with family and friends. It is a good game for teaching visual discrimination and reinforcing new symbols. If you wish to reinforce new strategies, make up sets of cards using plural, combining, opposite, etc., strategies.

Drilling Opposites

Number of Participants: Entire class or individuals

Materials: Symbols

Method: The teacher holds up a symbol and the child points to the one that is the opposite.

Field Test Results: During drill exercises, the children enjoy contests, the boys vs. the girls, or one half the class vs. the other half.

What Is Wrong

Number of Participants: All class members or individuals

Materials Needed:

1. A simple story (four to five sentences) written in symbols. Each sentence should be written on a separate cardboard strip.
2. An extra sentence which does not belong in the story - one which does not make sense.

Method: The teacher shows the child each sentence and he has to determine which does not fit with the rest of the story.

Field Test Results: This is an excellent way to check whether or not a child actually comprehends the symbol sentences. Do not say the words to the child, just show him the symbol strips and see if he can pick the one that does not belong on his own. Then read the sentences aloud at the end to give aural feedback.

All About Me

Number of Participants: Individuals or all class members

Materials: Symbols

Method: Ask children to answer questions similar to the following using their emotion symbols. Which symbol tells how you feel when:

1. A baby sttter is coming.
2. You have opened a present you love.
3. You are having cauliflower (peas, spinach) for dinner
4. You haven't completed your schoolwork.

Symbol Draw

Number of Participants: Unlimited

Materials Needed: Symbol cards for symbols on the 100, 200, or 400 displays.

Method: Place the pile of symbol cards on the table in front of the child. Teacher, volunteer or child draws one card at a time. If the child can locate it on the symbol board, he gets a point.

Field Test Results: This is a good exercise to reinforce visual memory skills or practice locating recently learned symbols.

Symbol Scaverger Hunt

Number of Participants: All class Members

Materials Needed: 1. Symbol labels for various objects around the room or school.
2. A check list of all these symbols.

Method: Label objects about the room or school with symbols. Give each child a list of symbols (or combined symbols) to locate. Give each child a list of different symbols to locate - he can be paired with a volunteer if he needs help. The first child to locate all the symbols on his list wins the hunt. The volunteer can verify the location of the objects.

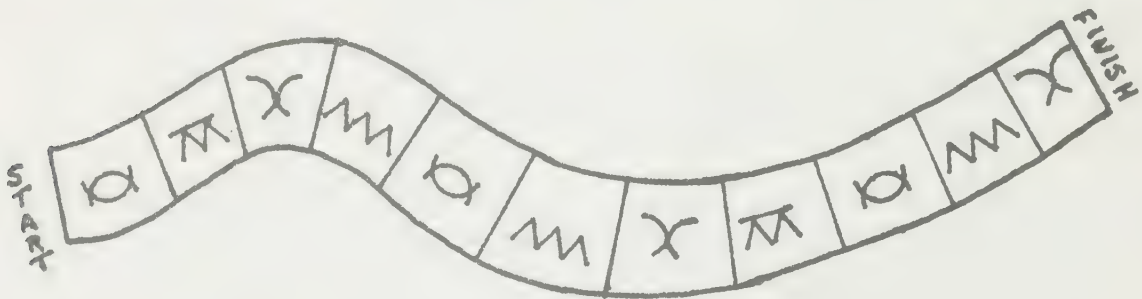
Bliss Land

Number of Participants: Two or more

Materials:

- 1) Make a game board similar to the Candy Land game. Choose six or seven symbols for each game and place them in each square. Make sure they repeat four or five times.
- 2) Make small separate cards which have these same symbols on them. Make four or five of each symbol.
- 3) Tokens for each player.

Method: Place the separate cards face down. Children take turns drawing a card and moving to the square shown on the card. The first player to reach the end of the board wins the game.



Field Test Results: We have made several copies of this game and have chosen a different theme for each. The different games include body parts, foods, weather, furniture, etc. We include blank cards in each deck. If a blank is drawn, that player misses his turn. If a child lands on a space occupied by another player's token, he sends the player back three spaces.

Make-A-Sentence

Number of Participants: Two or more.

Materials: The same type of game board used for Bliss Land. However, make the squares larger and place short symbol sentences and symbol phrases in each section of the game board. Use a die instead of game cards.

Method: The children take turns rolling the die and moving the required number of spaces. When the child lands on a space, he is to read the symbols and tell whether or not he has read a complete sentence. If he answers "yes" or "no" correctly, he may stay on that space. If he is incorrect, he must return to where he was when he threw the die. The first player to reach the end of the "trail" wins the game.

Tic-Tac-Toe

Number of Participants: Two

Materials:

- 1) Empty tic-tac-toe grids (3 spaces by 3 spaces)
- 2) A stack of symbol cards for each player. Each player has the same symbol on all his cards.

Method: The game proceeds like tic-tac-toe. The first player to get three symbols in a row, down, across, or diagonally wins the game.

Hand Puppets

Number of Participants: One or more

Materials Needed:

1. Simple hand puppets
2. Velcro tape

Method: Dramatize situations of stories using the symbol puppets. This is a good way to teach the beginning symbol user the family and people symbols. To change the character simply put your symbols on velcro tape and they will be interchangeable.

Posters

Posters can be used to practice making symbol sentences in large groups. Children can describe what they see in each poster and the teacher can label the posters with symbols accordingly.

Wooden Sentences Blocks

Number of Participants: Individuals

Materials Needed:

1. Small (2" x 2") wooden blocks with subject and verb symbols written on them.
2. Magnets
3. Magnetic boards
4. Picture cards of people performing different actions. The parts of speech cards are excellent - see P. 7.

Method:

Make a sentence for each card you use. Using two or three blocks for each picture. Give the child a packet containing five picture cards and ten or fifteen wooden blocks. Have him match the blocks with the pictures and put them in correct sentence form.

Field Test Results:

To my amazement most children found this task easy to perform. It reinforces sentence reading and sentence making skills.

NOVEMBER 1976 ELEMENTARY B.C.F. WORKSHOP

Being a participant in a workshop is quite a unique learning opportunity and experience.

Picture this. Fifty-five people are gathered in a casual atmosphere munching on muffins. No big deal, you may say. Now, ask yourself, "What do these 55 muffin-munchers have in common?" On November 14th, 1976, these 55 people had something very special in common. Blissymbolics.

The Blissymbolics Communication Foundation held an Elementary Workshop designed for teachers, speech pathologists, therapists, nurses and parents at the Ontario Crippled Children's Centre in Toronto, Ontario, Canada, the week of November 14th to 20th. The workshop provided information through the use of lectures, slides, videotapes and group discussions. A large turnout from various disciplines added greatly to the whole encounter. This is what makes an intensive learning situation so special. When time is limited and there are so many people with so many ideas, you move and, therefore, you learn.

We all learned that week. It was a "total immersion" into Blissymbolics.

We got our feet wet the first night when Shirley McNaughton, Programme Director of B.C.F., introduced us to the basics of the Bliss system through her discussion of the history and development of symbol communication. Later, all participants introduced themselves and gave their particular reason for joining this workshop. That's when we all decided who we were going to seek out during the week to discuss the various programmes.

Bright and early Tuesday morning we began wading into the symbol system. Anne Kennedy - Workshop Co-ordinator - presented us with symbol construction and put us to work. Group sessions were fun and a great way to learn. Next, we were introduced to symbol strategies; ways to use the symbol board to convey special words and meanings.

That afternoon we were up to our knees in Blissymbolics. Margret Beesley, an Occupational Therapist, provided us with lots of information regarding the symbol user personally with her lecture on hand skill training.

We continued our learning of the symbol system with a lecture on combined symbols.

We're getting deeper!

A very important aspect of the use of the symbol programme was presented by Barbara Kates. The assessment of a child's communication needs is the very important first step we all must take with our children.

The afternoon was filled with films and videotapes and a special visit with symbol user, Susan Foster, who has taught herself Blissymbols.

Well, now we've up to our necks in Blissymbolics.

Geoffrey Iles, Rehabilitation Engineer, discussed various aids to communication. Exciting things are happening in the engineering laboratory.

We continued our examination of the symbol system by discussing syntax and continued with our group work sessions.

A spontaneous and variable sideline occurred when some participants shared their special experiences with the group. On such short notice they all did a tremendous job.

The afternoon brought Nancy Lageer, teacher at O.C.C.C. and a fascinating lecture on teaching methodology and teaching aids. Ms. Lageer was extremely informative and presented many teaching models for us to consider and perhaps integrate into our specific programmes.

That night we gathered for a huge feast at the Cathay Restaurant. There was lots of sharing that night - food as well as ideas.

Our last day! It seemed like it had just begun. We had our choices of visiting a symbol user, touring O.C.C.C. or screening videotapes, and then we began learning how to draw symbols. It may sound easy, but it's not. One gains a different perspective when you must construct symbols properly. One slip of the template and you blow it.

Brian Bobbie of the National Film Board, has prepared wonderful slides to be used as an aid to teaching symbols. They must be seen to be believed.

We talked about parent involvement that afternoon and I'm sure we all agreed that, when it's possible, parents and families are among the strongest reinforcers a symbol user can have.

A report on the B.C.F. rounded out the week and Shirley McNaughton adjourned the workshop.

Now, those who participated have finished treading water. We've attended the workshop, we've met, we've discussed, we've learned and it's time to take the plunge.

Let's put this knowledge to use.

Let's share our experiences through this Newsletter.

Let's spread the word about this unique form of communication:

B L I S S Y M B O L I C S.

WENDE DUNCAN
(Nursery School Teacher)

BLISSYMBOLICS COMMUNICATION FOUNDATION CONVENTION - 1977

Tentative Programme

Place: Chateau Laurier, Ottawa

Date: June 5th to 7th, 1977

June 5th 7:30 "Get Acquainted" Party and Registration

June 6th 9:00 Registration

9:30 Opening Address and Welcom

10:00 B.C.F. History Overview and Future

10:30 Coffee

11:00 Panel - Eye Scanning

Hand Function

Technical Aids

12:00 Lunch - Round table discussions

2:00 Electronic Aids to Communication

3:00 Coffee

3:30 Videos, Films and Exhibits or Mr. C. Bliss if in Canada
or Pre-school Symbol Programmes

June 7th 9:00 Registration

9:30 Reports from Resource Centres

10:30 Coffee

11:00 Panel - Symbol Usage with - Mental Retardation

- Hearing Loss

- Adult Aphasic

12:00 Lunch - Round table discussions

2:00 Panel - Symbol Users - the personal side of things

3:00 Coffee

3:30 The future and closing ceremony

Registration Forms will be mailed out the end of February.

SPEAKERS LIST FOR CONVENTION AND WORKSHOP

Mrs. Shirley McNaughton, Blissymbolics Communication Foundation

Mrs. Barb Kates, Blissymbolics Communication Foundation and Ontario Crippled Children's Centre, 350 Rumsey Road, Toronto.

Mrs. Ann Kennedy, Symbol Programme Workshop Co-ordinator, Ontario Crippled Children's Centre, 350 Rumsey Road, Toronto.

Mrs. K. Waksvik, Director, Blissymbolics Communication Foundation Resource Centre - McKay Centre, 3500 Decarie Blvd., Montreal.

Mrs. E. Jones, Director, Blissymbolics Communication Foundation Resource Centre - Sarnia and District Crippled Children's Treatment Centre, 1240 Murphy Rd, Sarnia.

Mrs. A. Warrick, Director, Blissymbolics Communication Foundation Resource Centre, Ottawa Crippled Children's Treatment Centre, 395 Smyth Rd. Box 8469, Ottawa.

Dr. Geoff Isles, Bio-Medical Engineering Department, Ontario Crippled Children's Centre, 350 Rumsey Road, Toronto.

Dr. G. Vanderheiden, Director, Trace Research and Development Centre, University of
Winconsin, Madison, U.S.A.

Mr. Nigel Ring, Technical Director, Rehabilitation Engineering Department,
Chailey Heritage, Lewes, England.

Mr. Peter Nelson, Medical Engineering Section, National Research Council of Canada,
Ottawa.

BLISS - CAMP PROJECT UPDATE

by: Elaine Jones
Sarnia Resource Centre

Refer to article submitted for Fall publication Newsletter 1976.

Original Purpose

1. To receive:
 - (a) Written responses.
 - (b) Commitment of active involvement from persons interested in the idea.

Results: Responses were limited in that I received a total of 6 letters from parents and professionals indicating the wish to:

- (a) be actively involved.
- (b) share personal ideas and views.
- (c) be kept informed as to the status of the project.

These requests came from U.S.A. (Major source of interest) and Canada.

Present Needs and Suggested Course of Action.

1. Indirect Involvement

Your recommendations and considerations regarding the following:

- Participants.
- Recording and evaluation procedures.
- Training programme for camp staff.
- Cost of basic functioning.
- Camp location.
- Staffing.
- Funding possibilities.
- Transportation.
- Family involvement.
- Program content and costs.
- Correspondence.

2. Direct or Active Involvement

Needs for Persons:

- (a) Prepared to research and report on one of the above areas. *April 30, 1977.
- (b) (Approx. 12) to meet as a committee and go over the materials that were submitted. * May 15, 1977.
- (c) To play an active role in finalizing the plans and operating the camp.

Is There to be a Camp This Summer?

It depends on your co-operation, your input and willingness to assist in the above mentioned requests.

* The asterisks refer to the dead line dates that must be met in order to make Bliss Camp a reality in August of 1977.

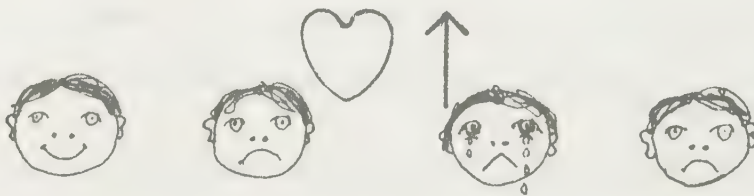
L'UTILISATION D'UNE MACHINE A ENSEIGNER POUR L'APPRENTISSAGE DES SYMBOLES

En août dernier, Serge Allaire, psychologue à l'école Victor Doré, s'intéressant aux apprentissages scolaires, a pu obtenir du département de psychologie, section recherche sur les apprentissages à l'université de Montréal, un appareil nommé "Stimulus Response Programmer" fabriqué par Behavioral Controls Inc.

Cet appareil permet des choix multiples (4 réponses) et utilise le conditionnement opérant. Il se compose du "Stimulus Response 400 Programmer", auquel s'ajoute une console de contrôle auxiliaire, un indicateur de bonne ou mauvaise réponse, un système de renforcement à ratio fixe, un distributeur de jetons ainsi qu'un magnétophone permettant un stimulus auditif.

Cette machine très simple d'opération est accessible même pour les enfants utilisant une "licorne". Des adaptations sont également possible pour faciliter l'accès à l'appareil.

Depuis lors, plusieurs expériences ont été mené portant sur les apprentissages académiques. Etant responsable de l'enseignement des symboles Bliss à l'école, j'ai conçu un programme visant à l'apprentissage des symboles. Dans ce programme, il s'agit de paier le symbole et l'image, ex:



Pour construire ce programme, j'ai surtout utilisé les symboles pictographiques contenu dans le tableau de 100 et de 200 symboles. Il est également possible de faire des programmes ou l'on paire symbole-symbole, etc., suivant les besoins des enfants.

BCI

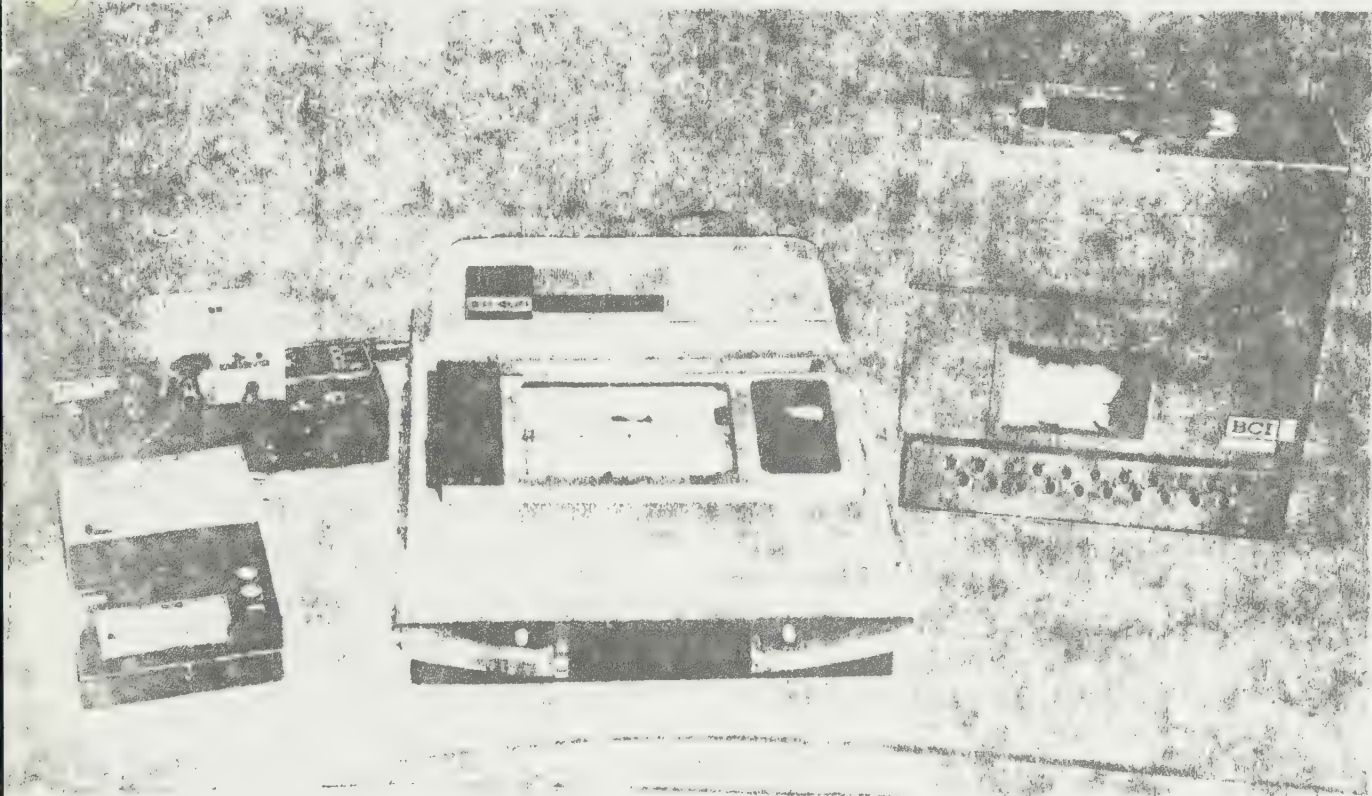


PRESENTATION OF AUDITORY AND VISUAL STIMULI

DATA SHEET NO. 102

BEHAVIORAL CONTROLS, INC.

P.O. BOX 480 MILWAUKEE, WISCONSIN 53201 414/671-4600



SR-400 Stimulus Programmer with Press Panel Cover, Control Console, Cassette
Tape Recorder plus optional Fixed Ratio Programmer and Coin/Token Dispenser.

APPLICATIONS

PHONEME DISCRIMINATION

LANGUAGE DEVELOPMENT

READING READINESS

MATCH TO SAMPLE LEARNING

APHASIA THERAPY

VISUAL DISCRIMINATION

LISTENING SKILLS

PROGRAMMED LEARNING

Take a BCI SR-400, add an audio component and you have a highly flexible teaching and research system to present stimuli which must be heard rather than seen.

The auditory stimulus may be a phoneme, word, sentence, etc. The learner must choose his response from a 4-choice visual display on the SR-400 and press the clear plexiglas window directly over his choice. The program may be coded to advance only after the correct response is made, or after every response, if desired.

Both audio and visual materials are prepared by the user to suit specific teaching and research needs. A variety of scoring and reinforcement options may also be employed for data acquisition and motivation purposes.

Si l'enfant réussit, le programme avance au symbole suivant; si l'enfant échoue, le programme demeure stationnaire. Suivant le ratio qu'on aura déterminé au début du programme, l'enfant recevra un jeton à tous les "x" symboles réussis.

A la suite de nos expérimentation, nous avons tiré les conclusions suivantes:

- 1) L'utilisation du SR 400 permet un contrôle objectif des acquisitions de l'enfant tant en ce qui concerne les symboles qu'au niveau des apprentissages académiques.
- 2) Cet appareil permet à l'enfant de travailler individuellement.
- 3) Le SR 400 stimule énormément le travail de l'enfant.

D'autres expérimentations suivront dans l'année qui nous permettrons de déterminer de façon plus scientifique les effets de cette machine sur l'apprentissage des symboles et les matières académiques.

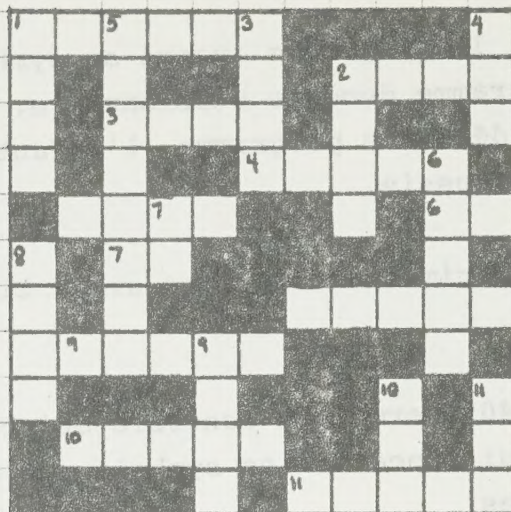
Louise Paré
Professeur Spécialisé en
enfance inadaptée
Ecole Victor Doré,
Montréal

RESUME: The use of the SR-400 Stimulus Programmer, allowing programmed learning of symbols, is discussed. The following conclusions are drawn:

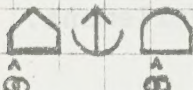
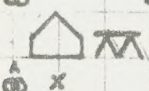
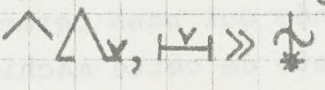
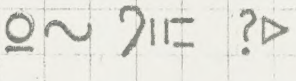
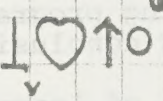
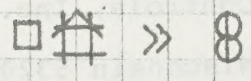
1. Use of the SR-400 allows objective assessment of learning
2. It allows the student to work independently
3. It is an effective motivator.

The Programmer is available from Behavioral Controls, Inc.
P.O.B. 480
Milwaukee, Wisconsin 53201

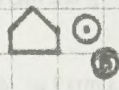
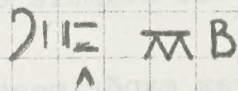
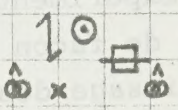
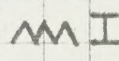
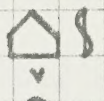
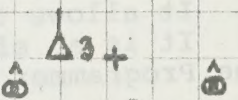
CROSSWORD



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